



# State LEP & Title III Programs

Consolidated State & Federal Grant Application  
(CFSGA)

Dr. Christina Nava  
Coordinator





Webinar-Workshop Schedule AND registration links are available at [http://www.sde.idaho.gov/site/title\\_one/](http://www.sde.idaho.gov/site/title_one/)



## Title I-A



### CFSGA (Consolidated Federal and State Grant Application) Webinar Schedule

April 10, 2014	Title I-D Neglected/Delinquent <a href="#">Registration Web Link</a>
April 15, 2014	Title I-C Migrant Education Program <a href="#">Registration Web Link</a>
April 18, 2014	Title II-A Teacher and Principal Quality <a href="#">Registration Web Link</a> Title III Language Instruction for Limited English Proficient and Immigrant Students and State LEP <a href="#">Registration Web Link</a>
April 22, 2014	Title X-C Homeless Education <a href="#">Registration Web Link</a> Title I-A Basic Education <a href="#">Registration Web Link</a> Title VI-B Rural and Low Income Schools <a href="#">Registration Web Link</a>

### CFSGA (Consolidated Federal and State Grant Application) WORKSHOP 2014 Register Now!

- Idaho Falls on April 28 (1-5PM) at the Hilton Garden Inn | [Register Here](#)
- Idaho Falls on April 29 (ALL DAY) at the Hilton Garden Inn | [Register Here](#)
- Twin Falls on April 30 (ALL DAY) at the Herrett Center | [Register Here](#)
- Twin Falls on May 1 (8-NOON) at the Herrett Center | [Register Here](#)
- Nampa on May 7 (ALL DAY) at the Nampa Civic Center | [Register Here](#)
- Nampa on May 8 (8-NOON) at the Nampa Civic Center | [Register Here](#)
- Coeur d'Alene on May 14 (ALL DAY) at the Coeur d'Alene Resort | [Register Here](#)

### Information About Title I-A

Title I-A is a Federal program intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and





# CFSGA Webinar Schedule

## April 10, 2014

- Title I-D Neglected/Delinquent

## April 15, 2014

- Title I-C Migrant Education Program

## April 18, 2014

- Title II-A Teacher and Principal Quality
- Title III Language Instruction for Limited English Proficient and Immigrant Students and State LEP

## April 21, 2014

Title I-A Basic Education

## April 22, 2014

- Title X-C Homeless Education
- Title VI-B Rural and Low Income Schools





# Upcoming CFSGA Writing Workshop

<b>Consolidated Federal and State Grant Application (CFSGA) Workshops 2014</b>	<b>Programs</b>
<u><b>April 28<sup>th</sup> 1:00-5:00 pm</b></u>	PM-Title IA, Homeless ED
<u><b>April 29<sup>th</sup> 8:00 am-5:00 pm</b></u>	AM - Title II, ND,REAP PM- Title IC, and III
<b>Idaho Falls- Hilton Garden Inn</b>	
<u><b>April 30<sup>th</sup> 8:00 am-5:00 pm</b></u>	AM-Title IA, Homeless ED PM- Title II, ND,REAP
<u><b>May 1<sup>st</sup> 8:00 am-12:00 pm</b></u>	AM-Title IC, and III
<b>Twin Falls- Herrett Center</b>	
<u><b>May 7<sup>th</sup> 8:00 am-5:00 pm</b></u>	AM-Title IA, Homeless ED PM- Title II, ND,REAP
<u><b>May 8<sup>th</sup> 8:00 am-12:00 pm</b></u>	AM - Title IC, and III
<b>Nampa-Nampa Civic Center</b>	
<u><b>May 14<sup>th</sup> 8:00 am-5:00 pm</b></u>	AM-Title IA, Homeless ED, PM-Title II, ND, REAP
<b>CDA-Coeur D'Alene Resort</b>	





# Goal of the ESEA Division

- ☐ **ALL** districts have spending authority of all federal funds as of July 1, 2014.
- ☐ Consolidated State & Federal Grant Application (CFSGA) must be submitted on or before July 1, 2014 in order to achieve this goal.





# Goal of State & Title III

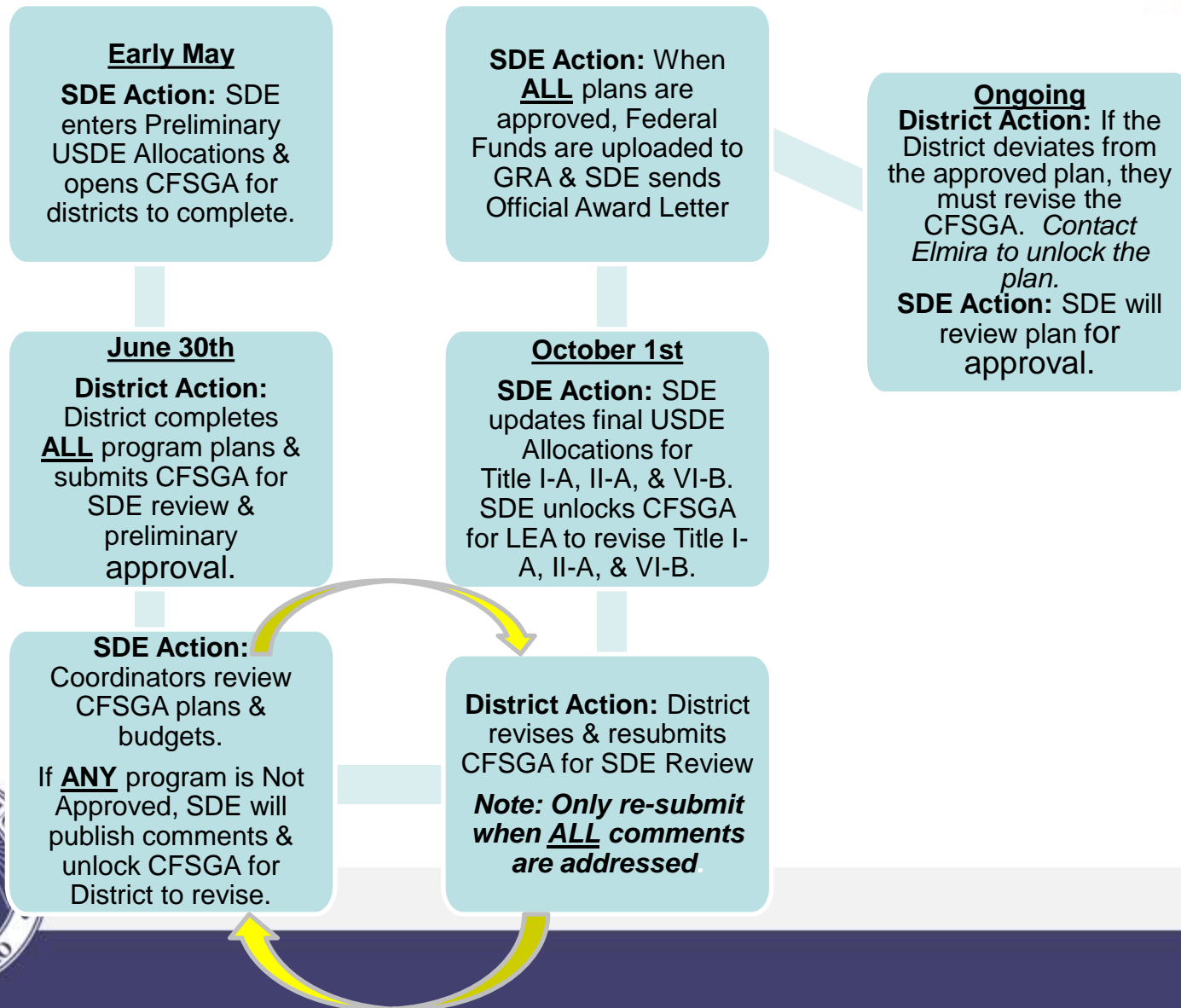
- ❑ **ALL** State LEP plans approved by October 10<sup>th</sup>
  - ❑ Send all State LEP allocations by October 31<sup>st</sup>  
13-14 SY 51 plans out of 85 plans
  
- ❑ All Title III plans approved by October 31<sup>st</sup>  
13-14 SY Title III plans were finally approved in January.





# Idaho State Department of Education

## Consolidated Federal State Grant Application (CFSGA) Approval Process





# Contact Information

Director, ESEA Programs	Marcia Beckman	<a href="mailto:mmbeckman@sde.idaho.gov">mmbeckman@sde.idaho.gov</a>	208.332.6953
Title I-A: College & Career Ready	Karen Seay	<a href="mailto:kjseay@sde.idaho.gov">kjseay@sde.idaho.gov</a>	208.332.6978
Title I-C: Migrant Education	Mary Lou Wells	<a href="mailto:mlwells@sde.idaho.gov">mlwells@sde.idaho.gov</a>	208.332.6958
Title I-D: Neglected/Delinquent Education	Marcia Beckman	<a href="mailto:mmbeckman@sde.idaho.gov">mmbeckman@sde.idaho.gov</a>	208.332.6953
Title II-A: Teacher & Principal Quality	Teresa Burgess	<a href="mailto:tburgess@sde.idaho.gov">tburgess@sde.idaho.gov</a>	208.332.6891
State Limited English Proficient Program Title III: Language Instruction for Limited English Proficient & Immigrant Students	Dr. Christina Nava	<a href="mailto:cnava@sde.idaho.gov">cnava@sde.idaho.gov</a>	208.332.6905
Title VI-B: Rural & Low-Income Schools Title X-C: McKinney-Vento	Tina Naillon	<a href="mailto:tmnaillon@sde.idaho.gov">tmnaillon@sde.idaho.gov</a>	208.332.6904
Grants Analyst	Elmira Feather	<a href="mailto:efeather@sde.idaho.gov">efeather@sde.idaho.gov</a>	208.332.6900







# State LEP Program CFSGA

Title VI of the Civil Rights Act of 1964

"States and schools are required to provide core language instruction educational programs and services for limited English proficient (LEP) students."



*Due June 30th*

## **Must meet Lau (1974) requirements**

This court case ruling states,  
"Under these state-imposed standards there is no equality of treatment merely by providing the same facilities, textbooks, teachers and curriculum for students who do not understand English effectively."

## **Must meet Castañeda (1981) requirements**

The Fifth Circuit Court of Appeals formulated a test to determine school district compliance with the Equal Educational Opportunities Act (1974). The three-part test includes the following criteria:

Theory

Practice

Results



# Idaho Department of Education Website

[www.sde.idaho.gov](http://www.sde.idaho.gov)

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STATE DEPARTMENT OF EDUCATION

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### Parents

Find information on school rating, common core and more!

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### Students

Find information on dual credit, college and more!

[Learn More](#)



### About Us

Find our goals, mission and vision for the success of all Idaho students.

[Learn More](#)

#### Top Topics

<ul style="list-style-type: none"><li>◦ Parents</li><li>◦ 2012-2013 Star Ratings</li><li>◦ Comment on Proposed Rules</li><li>◦ Idaho Core Standards Overview</li><li>◦ Idaho Core Standards - Educators Tool Box</li></ul>	<ul style="list-style-type: none"><li>◦ Post-Legislative Tour 2014</li><li>◦ Smarter Balanced</li><li>◦ Educational Employment</li><li>◦ Fiscal Report Card</li><li>◦ ISAT</li><li>◦ Public Comments</li></ul>	<ul style="list-style-type: none"><li>◦ I.S.E.E.</li><li>◦ Idaho High School Wireless Project</li><li>◦ Sudden Death Response</li><li>◦ School Report Card</li><li>◦ Special Education</li><li>◦ Advanced Opportunities</li></ul>	<ul style="list-style-type: none"><li>◦ Task Force for Improving Education</li><li>◦ Tiered Licensure</li><li>◦ Teacher Certification</li><li>◦ Trustee Rezoning</li><li>◦ Next Practices</li><li>◦ Contracts</li><li>◦ Differential Pay</li></ul>
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# Data Collection




☒ [Using the Idaho District  
Contact Information \(IDCI\)](#)

[Assessment Monitoring Tool](#)

[Consolidated Federal and State Grants\(CFSG\)](#)

[Consolidated Plan](#)

[CIP Tool](#)

 [Guidance on Race and Ethnicity Categories](#)

[Criminal History Background Check](#)

[2009-2010 Direct Math & Writing Assessment Appeals](#)

[Direct Math and Writing Assessments \(DMWA\) Performance Data for 2009-2010](#)

[Direct Math and Writing Assessment \(DMWA\) Performance Data SY 2008](#)

[Direct Math and Writing Assessment \(DMWA\) Performance Data SY 2006 and 2007](#)

[Direct Math and Writing Assessment \(DMWA\) Performance Data SY 2005 and Earlier](#)

[Early Childhood Outcome](#)

[Extended Reading Intervention Program](#)

[Financial Status Report](#)





## Consolidated Federal & State Grants - CFSG

### Applications

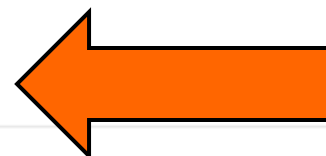
Consolidated Federal and State Grant Application (CFSGA)

Title X Homeless Education Subgrant

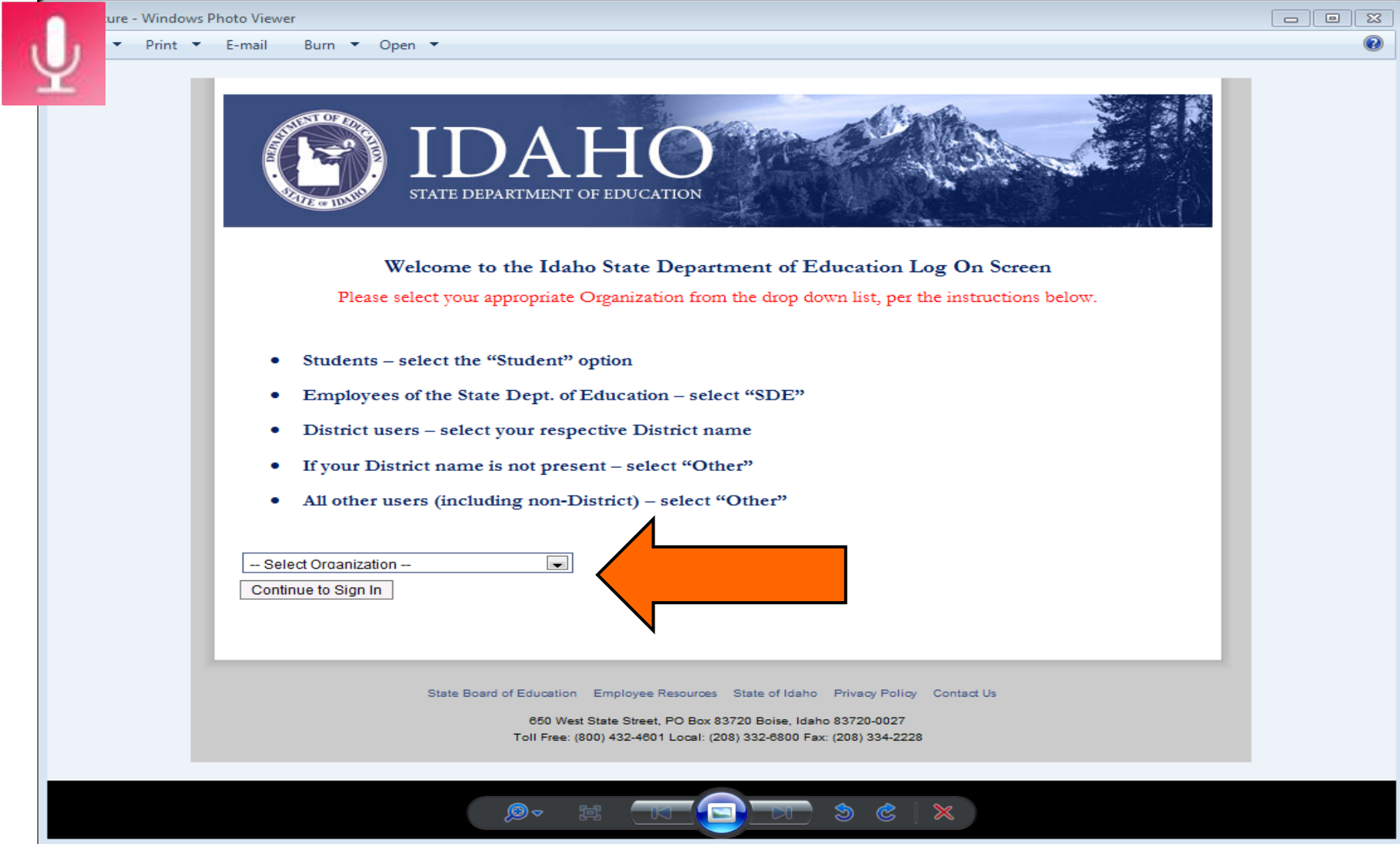
Title I-D Neglected/Delinquent Report Subpart 1 Application

Title I-D Neglected/Delinquent Report Subpart 2 Application

Migrant Student Information System (MSIS)









# IDAHO

STATE DEPARTMENT OF EDUCATION



## Log On

Please enter your username and password.

### Account Information

User name:

Password:

By entering your username and password you represent that:

- You are an authorized user
- You have a legitimate educational interest for receiving the disclosure of information through access to Idaho State Department of Education information applications for which you are an authorized user
- You are responsible for ensuring that any re-disclosures of information by you complies with all applicable state and federal statutes and regulations

Applicable state and federal penalties may be imposed for the failure to act in a manner in accordance with the conditions above. The sharing of user account names and/or passwords to others is specifically prohibited and will result in the termination of your access to SDE applications as well as legal penalties if applicable.

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650 West State Street, PO Box 83720 Boise, Idaho 83720-0027

Toll Free: (800) 432-4601 Local: (208) 332-6800 Fax: (208) 334-2228





## Links

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Guidance, Instructions &  
Program Descriptions (PDF)

## 2014-2015

Change Year  
Prior year (new window)

## Admin Actions

Select District  
Manage Calendar  
District Summary

At A Glance

More Info

## Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application

CFSGA. This is the District's application for federal and state funds for the following programs:

- Title I-A College & Career Ready
- Title I-C Migrant Education
- Title II-A Teacher & Principal Quality
- Title III Language Instruction for Limited English Proficient & Immigrant Students
  - District Improvement Plan
  - Corrective Action Plan
- State Limited English Proficient Program
- Title VI-A 2 Funding Transferability
- Title VI-B Rural & Low-Income Schools

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by June 30th. Budgets and plans will be reviewed by the respective program directors and coordinators by July 31st. A grant award letter will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grants Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any necessary communication during the year.





Check here for Login Status



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Log Off

miwells@edu.

Consolidated Federal and State  
Grant Application - Beta

## Links

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2014-2015

Change Year

Prior year (new window)

## Admin Actions

Select District

Manage Calendar

District Summary

## Select District

Start typing the name of the District you wish to select.

homedale

This site is available to the public, so  
anyone can search and review any  
federal plan/budget, etc...







## Links

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Prior year (new window)

## HOMEDALE JOINT DISTRICT (370)

Title I-A College & Career  
Ready  
Consolidated Schoolwide  
Budgets  
Title I-C Migrant Education  
Title II-A Teacher &  
Principal Quality  
State Limited English  
Proficient Program  
Title III Language  
Instruction for Limited  
English Proficient &  
Immigrant Students



At A Glance

More Info

## Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A College & Career Ready
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link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any

## Click State Limited English Proficient Program





## Links

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## 2014-2015

Change Year  
Prior year (new window)

## HOMEDALE JOINT DISTRICT (370)

Title I-A College & Career  
Ready

Consolidated Schoolwide  
Budgets

Title I-C Migrant Education

Title II-A Teacher &  
Principal Quality

State Limited English  
Proficient Program

Title III Language  
Instruction for Limited  
English Proficient &  
Immigrant Students



General Information

LEP Assurance and Certification

Program Documents

Matrix

Budget

We are under "General Information" Tab

## State Limited English Proficient Program for fiscal 2014-2015

### HOMEDALE JOINT DISTRICT (370)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save Click Save


Before clicking on another tab, always Click SAVE!

### GENERAL INFORMATION

Name of District (Local Education Agency)	<input type="text" value="HOMEDALE JOINT DISTRICT"/>
Address	<input type="text" value="116 E OWYHEE AVENUE&lt;br/&gt;HOMEDALE, ID 83628-3227"/>
Contact Person for This Plan	<p><u>Search Tips</u></p> <p>Name: <input type="text"/></p> <p>Position: <input type="text"/></p> <p>Telephone: <input type="text"/></p> <p>Fax: <input type="text"/></p> <p>Email: <input type="text"/></p>

Fill out information

# Part I: Demographic Information



Log Offcnava@edu.id

Consolidated Federal and State Grant Application - Beta

Links

[Home](#)[Beta](#)[Contacts](#)[Reports](#)[Guidance, Instructions & Program Descriptions \(PDF\)](#)  
**2014-2015**[Change Year](#)[Prior year \(new window\)](#)

**MERIDIAN JOINT DISTRICT (002)**  
[Title I-A College & Career Ready Consolidated Schoolwide Budgets](#)[Title I-C Migrant Education](#)[Title II-A Teacher & Principal Quality](#)[State Limited English Proficient Program](#)[Title III Language Instruction for Limited English Proficient & Immigrant Students](#)[District Improvement Plan](#)

General InformationDemographic InformationCompliance InformationState LEP PlanState LEP Plan MatrixBudgetLEP Assurance and Certification

Program Documents

State Limited English Proficient Program for fiscal 2014-2015

**MERIDIAN JOINT DISTRICT (002)**  
*Best viewed in 1280 X 1024 resolution.*

Print Preview

SaveClick Save button to save changes

**PART I: DEMOGRAPHIC INFORMATION**  
**Do not enter data below. This information will be populated by SDE.**

	Level 1 Beginning	Level 2 Advanced Beginning	Level 3 Intermediate	Level 4 Early Fluent	Level 5 Fluent
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
-					

Information will be pre-populated by SDE





# Part I: Demographic Information

- Demographic information represents the District's Spring 2014 IELA Results for English Learners.
  - The data plots results by grade level and language level for all tested students.
- Data can be used to develop linguistic goals for State LEP Plan Matrix.

## PART I: DEMOGRAPHIC INFORMATION

Do not enter data below. This information will be populated by SDE.

	Level 1 Beginning	Level 2 Advanced Beginning	Level 3 Intermediate	Level 4 Early Fluent	Level 5 Fluent
1	2	1	4	2	1
2	0	3	3	3	9
3	0	1	5	5	6
4	0	0	6	8	14





# State LEP: Assurance & Certification Tab

General Information

Demographic Information

Compliance Information

State LEP Plan

State LEP Plan Matrix

Budget

LEP Assurance and Certification

## State Limited English Proficient Program for fiscal 2013-2014

### ● NO LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS:

This school district has conducted an initial screening of students who may be limited in their English proficiency, followed by a home language survey and a language assessment as necessary. Subsequent results indicate that there are no Limited English Proficient students in this district.

### ● CERTIFICATION:


As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in these Assurances and the Application is true and correct. I further certify that the district will comply with the Assurances required by the programs covered in the Application, that the governing body of the school district has duly authorized this document, and that I am legally authorized by the school district to sign and file this document.


**Must be Checked**





# Part II: Compliance Information





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Consolidated Federal and State Grant Application - Beta

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2014-2015

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MERIDIAN JOINT DISTRICT (002)

Title I-A College & Career Ready

Consolidated Schoolwide Budgets


Title I-C Migrant Education

Title II-A Teacher & Principal Quality

State Limited English Proficient Program

Title III Language Instruction for Limited English Proficient & Immigrant Students

District Improvement Plan



General Information

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State LEP Plan Matrix

Budget

LEP Assurance and Certification

Program Documents

State Limited English Proficient Program for fiscal 2014-2015

MERIDIAN JOINT DISTRICT (002)

Best viewed in 1280 X 1024 resolution.

Print Preview

SaveClick Save button to save changes

Remember to click save!

PART II: COMPLIANCE INFORMATION

☐

The district has a home language survey for identifying students who may need English language development (ELD) services.

☐

The district uses a language proficiency assessment for students who were identified on the home language survey as coming from a home in which a language other than English is spoken.

☐

The results of a student's placement into a language instruction program are communicated to the parents, students, and school staff.

☐

The district notifies parents of their right to waive ELD services and/or remove their child from ELD services at any time.

☐

There is a research- or evidence-based ELD program in place to help students who are limited in English proficiency so that they

Read each statement & check each box



## PART II: COMPLIANCE INFORMATION

Statements represent the non-negotiable requirements outlined by the Office for Civil Rights (OCR).



The results of a student's placement into a language instruction program are communicated to the parents, students, and school staff.




The district notifies parents of their right to waive ELD services and/or remove their child from ELD services at any time.





# PART III: STATE LEP PLAN



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Consolidated Federal and State Grant Application - Beta

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MERIDIAN JOINT DISTRICT (002)

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State Limited English Proficient Program for fiscal 2014-2015

MERIDIAN JOINT DISTRICT (002)

Best viewed in 1280 X 1024 resolution.

Print Preview

SaveClick Save button to save changes

PART III: STATE LEP PLAN

This section of the State LEP Plan describes the "core" ELD services provided in your district. This is the program paid for with local and state funding. Please complete the items below and the matrix on the next page.

1. Describe the ELD program provided in your district (e.g., pull-out, push-in, co-teaching, and dual immersion bilingual). Include frequency and duration of the instruction (e.g., Two hours, five days a week).

2. Describe the materials and resources used for students' English language development and how they address the four subdomains of language learning – listening, speaking, reading, and writing.

3. Describe how the World Class Instructional Design and Assessment (WIDA) ELD standards framework is infused into general education and ELD instruction.

Respond to Seven Questions

Requirement under Idaho Code: 33-1617, added 2004, ch. 349, sec. 1, p. 1042.







## PART III: STATE LEP PLAN

1. Describe the ELD program provided in your district (e.g., pull-out, push-in, co-teaching, and dual immersion bilingual).

- *Response must include the following components:*
- *What is the program model?*
- *What is the duration of the program model?*
- *Which grades access the model?*
- *Who provides language instruction?*





## PART III: STATE LEP PLAN

2. Describe the materials and resources used for students' English language development and how they address the four subdomains of language learning – listening, speaking, reading, and writing.

### *Sample Response:*

*The Elementary ELD program uses National Geographic Reach curriculum and the Secondary ELD program uses the National Geographic Edge for the secondary ELD programs. This curriculum addresses the four subdomains of language learning, which is enhanced by the ELD teacher with each lesson and unit.*

*\*Visit the Curricular Adoption Guide for a list of recommended materials and resources LEP webpage at [http://www.sde.idaho.gov/site/curricular\\_materials/adoption\\_guide.htm](http://www.sde.idaho.gov/site/curricular_materials/adoption_guide.htm)*





## PART III: STATE LEP PLAN

3. Describe how the World Class Instructional Design and Assessment (WIDA) ELD standards framework is infused into general education and ELD instruction.

### *Sample Response:*

*The district will train all teachers, administrators, and staff throughout the '14-'15 school year. We have 2 professional development days set aside for “Introduction to WIDA.” Teachers will be introduced to the Can-Do Descriptors and how they can be used to gage students’ language abilities. We will also introduce teachers to Model Performance Indicators to help scaffold Idaho Core Standards based on students’ language levels.*





## PART III: STATE LEP PLAN

4. Describe the minimum qualifications of the staff implementing ELD services.
  - Only describe qualifications of ELD Staff.

### *Sample Response:*

*All LEP Program staff will meet the NCLB standards for Highly Qualified staff. All Elementary & Secondary ELD teachers have ENL or Bilingual Education Certification. All Paraprofessionals with instructional assignments with ELL students must meet the criteria set forth in NCLB-2001*

- 1. High school diploma or GED, and*
- 2. 30 college semester credits OR,*
- 3. Demonstrate competency on the Praxis paraprofessional exam.*





# PART III: STATE LEP PLAN

5. Describe the professional development provided to staff to support English learners including how the district provides ongoing professional development and support for effective implementation. Describe how the district includes administrators, teachers, and paraprofessionals in professional development for English learners.
  - Only describe PD specific to ELL students
  - Include duration of training and participants

## *Sample Response:*

*The district will train all teachers, administrators, and staff throughout the '14-'15 school year. We have 2 professional development days (Fall/Spring) set aside for “Introduction to WIDA.” Teachers will be introduced to the Can-Do Descriptors and how they can be used to gauge students’ language abilities. We will also introduce teachers to Model Performance Indicators to help scaffold Idaho Core Standards based on students’ language levels. The PD will be monitored through the use of the Can-Do Descriptors in Educational Learning Plans (ELPS) and to scaffold content lessons. In addition, monthly walk-throughs will include indicators of teaching academic language.*





## PART III: STATE LEP PLAN

6. *Describe how the district involves the parents, guardians, other family members of English learners, and community advocates in district and school based decisions and the development and evaluation of the district's language development program.*

### *Sample Response:*

*The districts provides oral and written communications in English and a language other than English to parents. The District invites all parents to a Back to School night that is conducted in English and a language other than English. At the meeting, parents are informed of school procedures and are introduced to school staff. During parent teacher conferences, teachers meet with each parent of identified LEP students to obtain parental input on the Educational Learning Plan. If students have met the criteria for exiting the LEP program, parents will also be informed of this achievement of how their child will be monitored for 2 additional years.*

*In addition to Back to School Night and Conferences, the District will have at least 1 parent meeting (Indicator Fall or Spring), the meeting consisting of parents, LEP staff, general education teacher and administrator, will be established to keep parents of LEP students informed about the LEP program and be used to review the effectiveness of the program.*





## PART III: STATE LEP PLAN

7. How is the effectiveness of the ELD program evaluated on an annual basis? What data is analyzed? Who is responsible? Explain how the district uses the information.

### *Sample Response:*

*Each year, the District LEP Leadership Team will gather and review LEP student data and other data identified in the Program Review Monitoring Tool. The Leadership team consists of an administrator, general education teacher, ELD teacher/paraprofessional and a parent or community advocate for parents of LEP students.*

*Using this data, the Leadership team will rate the effectiveness of the program, and develop an Improvement Plan for any areas not meeting program goals. They will also review the need for adding or changing goals and/or program objectives. These goals will be assigned to district staff and monitored throughout the year with measurable data appropriate to the goal.*





# STATE LEP PLAN Matrix

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## 2014-2015

Change Year  
Prior year (new window)

## BRUNEAU- GRAND VIEW JOINT DIST (365)

Title I-A College & Career Ready

Consolidated Schoolwide  
Budgets

Title I-C Migrant Education

Title II-A Teacher & Principal  
Quality

State Limited English Proficient  
Program

Title III Language Instruction for  
Limited English Proficient &  
Immigrant Students

District Improvement Plan



General Information	Demographic Information	Compliance Information	State LEP Plan	State LEP Plan Matrix	Budget	LEP Assurance and Certification
---------------------	-------------------------	------------------------	----------------	-----------------------	--------	---------------------------------

State Limited English Proficient Program for fiscal 2014-2015

### BRUNEAU-GRAND VIEW JOINT DIST (365)

Best viewed in 1280 X 1024 resolution.

[Print Preview](#)

[Save](#) [Click Save button](#)

### STATE LEP PLAN MATRIX

Directions: Now that you have described the essential components of your core ELD program services, please use the matrix below to expand your plan by listing your linguistic and academic goals for the current school year, evidence-based strategies and activities, means of evaluation, timeline and person(s) responsible.

The example below is provided to assist you in expanding on your State LEP Plan.

Linguistic and Academic Goals for the Current School Year	Evidence-based Activities	Evaluation	Timeline	Person(s) Responsible	Delete
EXAMPLE: 1.0 – By the end of the school year, LEP students scoring in the Beginning and Advanced Beginning level of English proficiency will increase at least one level on the IELA.	Idaho ELD Standards; after school tutoring using a modified classwork approach to make content comprehensible; Sheltered Instruction Observation Protocol (SIOP); Macmillan Teaching English series; supplemental books, manipulatives, and language resource materials	IELA	End of the 2013-2014 school year	ELD Teacher	
<a href="#">Add</a>					

Click Save!

Click Add to "Add New Row"





# STATE LEP PLAN Matrix

## Links

Home  
Contacts  
Reports  
Guidance, Instructions &  
Program Descriptions (PDF)

## 2014-2015

Change Year  
Prior year (new window)

## BRUNEAU- GRAND VIEW JOINT DIST (365)

Title I-A College & Career Ready  
Consolidated Schoolwide  
Budgets  
Title I-C Migrant Education  
Title II-A Teacher & Principal  
Quality  
State Limited English Proficient  
Program  
Title III Language Instruction for  
Limited English Proficient &  
Immigrant Students



General Information	Demographic Information	Compliance Information	State LEP Plan	State LEP Plan Matrix	Budget	LEP Assurance and Certification
---------------------	-------------------------	------------------------	----------------	-----------------------	--------	---------------------------------

State Limited English Proficient Program for fiscal 2014-2015

### BRUNEAU-GRAND VIEW JOINT DIST (365)

Best viewed in 1280 X 1024

**Print Preview**

**Save** Click Save button

### STATE LEP PLAN

Directions: Now that you have described your linguistic and academic goals for the current year, use the matrix below to expand your plan by listing your linguistic objectives, timeline and person(s) responsible.

The example below is provided to help you get started.

#### Linguistic and Academic Objectives for the Current School Year

EXAMPLE: 1.0 – By the end of the school year, LEP students scoring in the Beginning level of English proficiency will increase at least one level on the IELA.

**Add**

#### Add Matrix Record

Objectives?  
Evidence-based Strategies/Activities?  
Evaluation?  
Timeline?  
Person(s) Responsible?

**Add** **Close**

	Evaluation	Timeline	Person(s) Responsible	Delete
Classroom instruction	IELA	End of the 2013-2014 school year	ELD Teacher	
Observation Protocol (SIOP); Macmillan Teaching English series; supplemental books, manipulatives, and language resource materials				

Type in the textboxes, when you are finished click add, and save!

Scroll Down to see Additional Buttons



# STATE LEP PLAN Matrix

## Links

Home  
Contacts  
Reports  
Guidance, Instructions &  
Program Descriptions (PDF)

## 2014-2015

Change Year  
Prior year (new window)

## BRUNEAU- GRAND VIEW JOINT DIST (365)

Title I-A College & Career Ready  
Consolidated Schoolwide  
Budgets  
Title I-C Migrant Education  
Title II-A Teacher & Principal  
Quality  
State Limited English Proficient  
Program  
Title III Language Instruction for  
Limited English Proficient &  
Immigrant Students  
District Improvement Plan

General Information	Demographic Information	Compliance Information	State LEP Plan	State LEP Plan Matrix	Budget	LEP Assurance and Certification
---------------------	-------------------------	------------------------	----------------	-----------------------	--------	---------------------------------

State Limited English Proficient Program for fiscal 2014-2015

### BRUNEAU-GRAND VIEW JOINT DIST (365)

Best viewed in 1280 X 1024 resolution.

Click Save button

### STATE LEP PLAN MATRIX

Directions: Now that you have described the essential components of your core ELD program services, please use the matrix below to expand your plan by listing your linguistic and academic goals for the current school year, evidence-based strategies and activities, means of evaluation, timeline and person(s) responsible.

The example below is provided to assist you in expanding on your State LEP Plan.

Linguistic and Academic Goals for the Current School Year	Evidence-based Activities	Evaluation	Timeline	Person(s) Responsible	Delete
EXAMPLE: 1.0 – By the end of the school year, LEP students scoring in the Beginning and Advanced Beginning level of English proficiency will increase at least one level on the IELA.	Idaho ELD Standards; after school tutoring using a modified classwork approach to make content comprehensible; Sheltered Instruction Observation Protocol (SIOP); Macmillan Teaching English series; supplemental books, manipulatives, and language resource materials	IELA	End of the 2013-2014 school year	ELD Teacher	

Click Save!

At a minimum, Include 1 Linguistic Goal and 1 Academic Goal





# State LEP Budget Page

- ☐ Funding focused on Core LEP Program
- ☐ Salaries: Include FTEs in description regular term
- ☐ Be **specific** in description of Purchases Services, Travel Expenses, and Supplies & Materials
- ☐ #1 reason plans not approved—not enough specificity



# Submitting the Plan

- Only submit when **all** other programs are completed
- Clicking submit will notify SDE –of your completed application



College & Career

Ready

Consolidated Schoolwide Budgets

Title I-C Migrant Education

Title II-A Teacher & Principal Quality

State Limited English Proficient Program

Title III Language Instruction for Limited English Proficient & Immigrant Students

District Improvement Plan

Corrective Action Plan

Title VI-A 2 Funding Transferability

Title VI-B Rural & Low-Income Schools

Combined Budgets

District Contacts

Comments

Submit





# State Level Funding

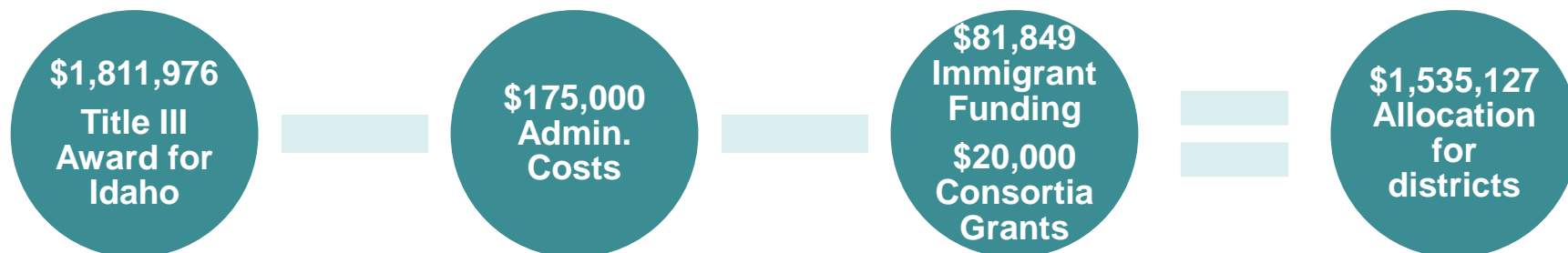
- 85 Districts eligible for State LEP funds
- State LEP -\$3,500,000
- Formula for Per Pupil Amount:
  - \$3,500,000/total # of LEP students in State
  - SY 13-14  $\$3,500,000/14,261=\$245.42^*$
  - District A:  $\$245.42 \times 55 \text{ LEP} = \$13,498.10$

*For 14-15 SDE will use LEP count from IELA testing.*





# Federal Level Funding: Title III



- Part I: Formula for Per Pupil Amount:
  - \$1,535,127 **divided by** total # of LEP students in State
  - SY 13-14 \$1,535,127 **divided by** 14,261 = **\$107.65**
  - District A: \$107.64 x 55 LEP = **\$5,920.48** (Does not qualify for Title III)
  - District B: \$107.64 x 98 LEP = **\$10,548.72** (Qualifies for Title III)

*Under Section 3114(b) of No Child Left Behind Act of 2001 (NCLB), a State educational agency shall not award a subgrant from an allocation made under subsection (a) if the amount of such subgrant is less than \$10,000.*





# Federal Level Funding: Title III

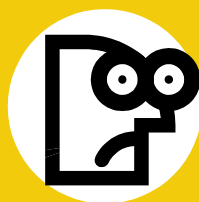
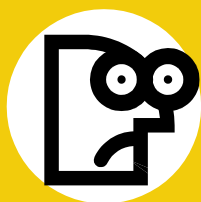
## 33 Districts eligible for Title III funds

- Part II: Formula for Per Pupil Amount:
  - \$1,535,127 **divided by** total # of LEP students in Districts who Qualify
  - SY 13-14 \$1,535,127 **divided by** 12,826 = **\$119.69**
  - District B: \$119.69 x 98 LEP = **\$11,370.55** (Title III Allocation)





# Questions?



**It's QUESTION TIME !!**







# Title III Consortium Grants Grant Awards for 2014-2015

- Title III Consortium Grants

- \$10,000 Grants –
- 2 Grants Available
- 2 ways to “form” a consortia



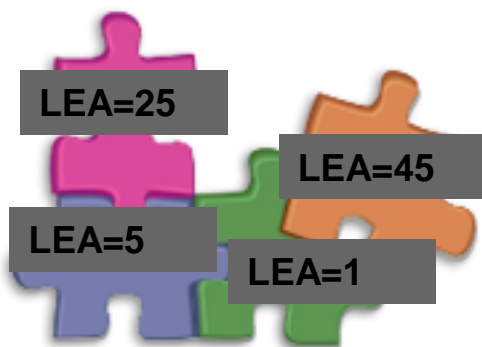
- Submit Consortium Grant Application by July 1, 2014.
- Consortium Grant Awarded to LEAs July 14, 2014.





# Title III Consortium Grants

## Consortia – 2 Ways



1. LEA with a small number of LEP students can join another district “consortia” to apply for the grant. Your combined LEP numbers must be enough to equal a \$10,000 allocation.



2. A Title III District can form a consortia with 1 or more smaller districts.



# Consortia Applications

- More information, including applications will be sent out to by May 9<sup>th</sup>.





# End of Year LEP Program Data Collection

- Every Idaho district who has identified LEP students must complete the End of Year LEP Program Collection Form
  - Reporting data for SY 13-14 for US. Dept. of ED
  - 10 questions
- Form will be emailed to State LEP/Title III Contact
- Due June 30<sup>th</sup>
  - Hit Submit Button **AND**
  - Upload to CFSGA/State LEP Plan/Program Documents Tab





# End of Year LEP Program Data Collection

## Idaho State Department of Education

### 2013-2014 LEP Program End of Year Requirements and Reporting

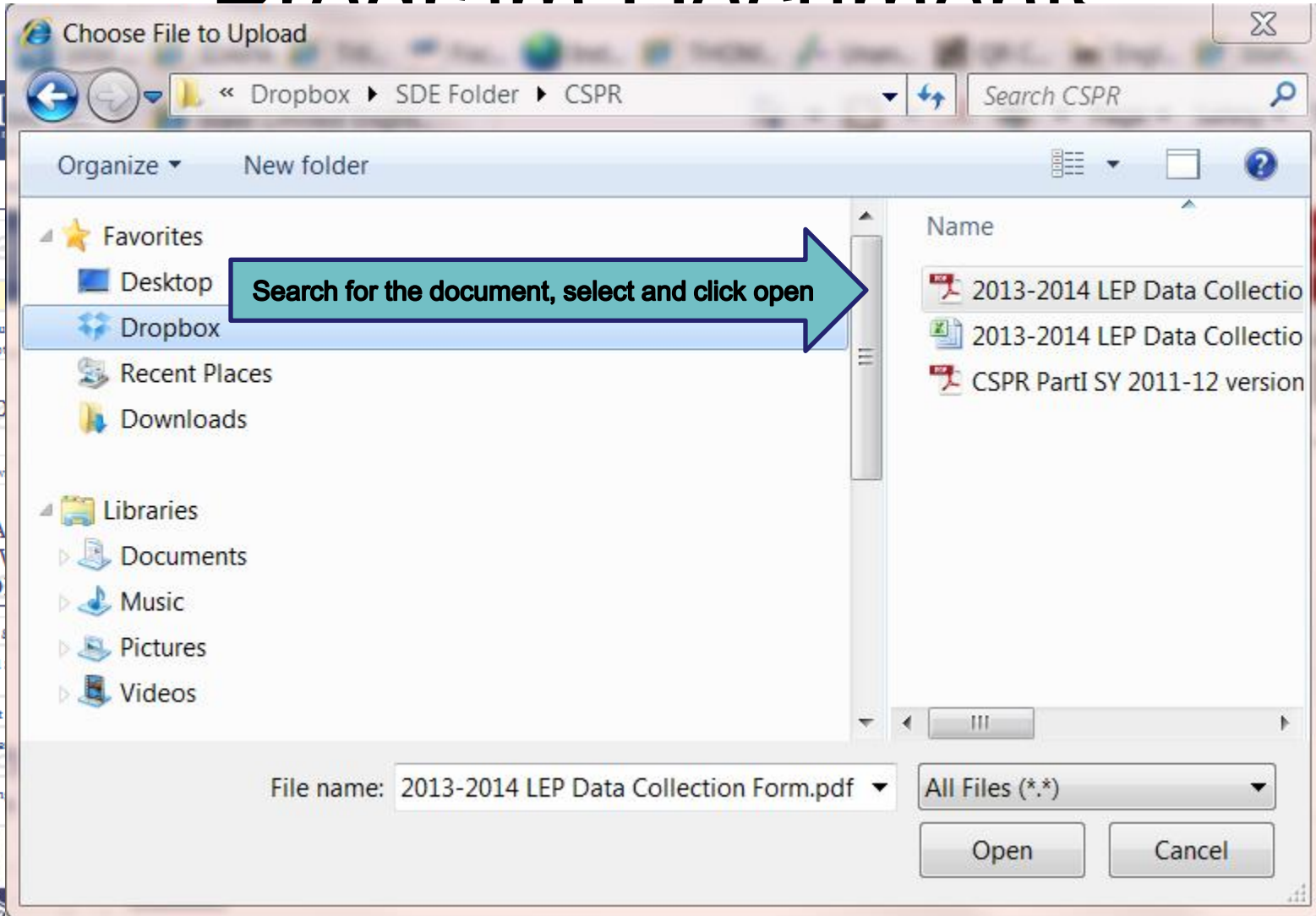
I.	2013-2014 CFSGA State LEP/Title III Plan with Preliminary Budget and Certifications/Assurances		Due June 30
II.	2013-2014 LEP Program Information/Data Collection (questions below)		Due June 30
	District Name		District No.
	Contact Information for Data Entry Below		I certify that this information is correct for the district....
	New LEP Program Director Information for 2014-2015 (if applicable)		

Instructions: Please fill out with the most recent information.

#	Question	Answer	Explanation
<b>Identification &amp; Placement Testing</b>			
1	Total number of (new) students assessed in 2013-2014 with the ELL Placement test for potential <u>placement</u> into an LEP program.		This is the total number of students who were assessed for the first time to determine their language proficiency level and if they should be placed in an LEP program. This is <u>not</u> the total number of LEP students assessed in the spring with the IELA to determine growth in language proficiency.
2	Total number of (new) students identified as LEP through the ELL Placement Test in 2013-2014.		This is the total number of students that were identified as LEP with the ELL Placement Test at any point in 2013-2014. This is not the total number of students enrolled in the LEP program.
<b>LEP Students Enrolled &amp; Served</b>			
3	Total number of LEP students enrolled/served in an LEP program in the district for 2013-2014.		This is the total number of LEP students (newly and previously identified) in the district who were served in an LEP program in 2013-2014.
<b>Reclassified LEP Students</b>			
4	Number of LEPX or fully mainstreamed students who were placed back into an LEP program during 2013-2014.		This is the number of students who have fully transitioned out of the LEP program and are either LEPX or they are not coded as LEP any more and who must be placed back into a program of service. They would be coded as "LEP" once again. Districts must keep track of date of re-entry into the program and document that their English was not sufficient for them to access the content.



# Program Documents







## Links

Home  
Contacts  
Reports  
Guidance, Instructions &  
Program Descriptions (PDF)

## 2014-2015

Change Year  
Prior year (new window)

## BRUNEAU- GRAND VIEW JOINT DIST (365)

Title I-A College & Career Ready  
Consolidated Schoolwide  
Budgets  
Title I-C Migrant Education  
Title II-A Teacher & Principal  
Quality



General Information Demographic Information Compliance Information State LEP Plan State LEP Plan Matrix Budget LEP Assurance and Certification

Program Documents

### State Limited English Proficient Program for fiscal 2014-2015

#### BRUNEAU-GRAND VIEW JOINT DIST (365)

Best viewed in 1280 X 1024 resolution.

Print Preview

Save Click Save button to save changes

Click Save!

#### PROGRAM DOCUMENTS

Upload files that support LEP programming in your district

Upload Files

Select File C:\Users\cnava\Dropbox\ Browse...

Upload

Click Upload to load the document



# Program Document Upload Success!

State LEP Plan Matrix

Budget

Program Documents

## State Limited English Proficient Program for fiscal 2013-2014

*Best viewed in 1280 X 1024 resolution.*

[Print Preview](#)

### PROGRAM DOCUMENTS

Upload files that support LEP programming in your district

#### Files Uploaded for 2013-2014

File	Upload Date
<a href="#">AMAO letter.pdf</a>	3/6/2014
<a href="#">Draft ELD Program.docx</a>	11/6/2013





# Questions about State LEP?

- Before moving on to Title III...are there any questions?





## Federal Title III Program - CFSGA

LEAs are required to use Title III Funds **to supplement/enhance** the State CORE LEP Program; to increase (a) English proficiency and (b) increase academic achievement in core academic subjects; and

*Due June 30th*



to provide professional development specific to the needs of LEP students  
to teachers,  
administrators,  
paraprofessionals and  
other school or  
community based  
personnel





## Links

Home  
Beta  
Contacts  
Reports  
Guidance, Instructions &  
Program Descriptions (PDF)

## 2014-2015

Change Year  
Prior year (new window)

## HOMEDALE JOINT DISTRICT (370)

Title I-A College & Career  
Ready  
Consolidated Schoolwide  
Budgets  
Title I-C Migrant Education  
Title II-A Teacher &  
Principal Quality  
State Limited English  
Proficient Program  
Title III Language  
Instruction for Limited  
English Proficient &  
Immigrant Students

At A Glance

More Info

## Consolidated Federal and State Grant Application - Beta

Welcome to the Consolidated Federal and State Grant Application (CFSGA). This is the District's application for federal and state funds for the following programs:

- Title I-A College & Career Ready
- Title I-C Migrant Education
- Title II-A Teacher & Principal Quality
- Title III Language Instruction for Limited English Proficient & Immigrant Students
  - District Improvement Plan
  - Corrective Action Plan
- State Limited English Proficient Program
- Title VI-A 2 Funding Transferability
- Title VI-B Rural & Low-Income Schools

The application process includes completing a budget and a plan for the funds. The completed application(s) must be submitted by June 30th. Budgets and plans will be reviewed by the respective program directors and coordinators by July 31st. A grant award letter will be sent to each district upon approval of all of the programs in the CFSGA. If there are any revisions required, they must be completed before a grant award letter is issued and money can be accessed in the Grants Reimbursement Application (GRA).

We appreciate the work and cooperation of each district in this process. Our directors and coordinators are willing to provide technical assistance to any district at any time. Contact information for each program can be found under the Contacts link in the menu to the left. A

link to the Comment section is also located to the left for ISDE and district communication concerning the plan during the application and approval process as well as any

Click Title III Language  
Instruction for Limited English  
Proficient & Immigrant  
Students





# Title III - Part I: Compliance Information

[DIVISIONS](#) [PROGRAMS](#) [COMMUNICATION](#) [RESOURCES](#) [DATA COLLECTION](#) [ADMINISTRATORS](#)



Log Off

cnava@edu.id

Consolidated Federal and State Grant  
Application - Beta

## Links

[Home](#)  
[Beta](#)  
[Contacts](#)  
[Reports](#)  
[Guidance, Instructions &  
Program Descriptions \(PDF\)](#)

2014-2015

[Change Year](#)

[Prior year \(new window\)](#)

**HOMEDALE  
JOINT DISTRICT  
(370)**

[Title I-A College & Career Ready](#)

[Consolidated Schoolwide  
Budgets](#)

[Title I-C Migrant Education](#)

[Title II-A Teacher & Principal  
Quality](#)

Compliance Information

Title III Language Instruction for Limited English Proficient & Immigrant Students for fiscal 2014-2015

**HOMEDALE JOINT DISTRICT (370)**

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

Click Save!

## PART I: COMPLIANCE INFORMATION

Title III, Part A provides supplemental resources for districts to help ensure that Limited English Proficient (LEP) attain English proficiency at high levels in core academic subjects to meet State-mandated achievement performance standards. Districts that receive Title III funds are required to file a Federal Title III Plan with the Idaho State Department of Education (Idaho Statute 33-1617 and NCLB Title III, Section 114, 3115g, 3116) that describes Title III supplemental services provided. Please check the appropriate Title III compliance-related boxes in Part I, complete the Title III Plan narrative in Part II, and complete the Title III Plan Matrix in Part III.

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | The district uses Title III funds to supplement, not supplant, any other Federal, State, or local funds.   |
| <input type="checkbox"/> | The district's ELD program is research-based and demonstrates effectiveness in increasing English proficiency and student academic achievement in the core subjects.   |
| <input type="checkbox"/> | The district's ELD program provides high quality professional development to classroom teachers (including teachers in classroom settings that are not ELD programs), principals, administrators, and other school/community-based organization staff to improve the instruction and assessment of English learners, and |

Read each statement & check each box





# Title III - Part II: Federal Title III Plan

Compliance Information

Federal Title III Plan

Federal Title III Plan Matrix

Budget

Title III Language Instruction for Limited English Proficient & Immigrant Students for fiscal 2014-2015

**HOMEDALE JOINT DISTRICT (370)**

Best viewed in 1280 X 1024 resolution.

Print Preview

Save

**PART II: FEDERAL TITLE III PLAN**

This section of the Plan describes the Title III supplemental services provided in your district. Please complete the items below.

1. Describe the Title III supplemental program(s) for English learners (e.g., before/after school, summer school) and who provides these services.

2. Describe the linguistic and academic needs of English Learners in the district (e.g., parent and staff survey results, achievement data in reading, math, and other content areas and graduation rates comparing LEP/non-LEP, and other needs assessment data).

3. Describe the materials and resources to be used in the supplemental services provided through the Title III Program.

4. Describe how the WIDA ELD Standards Framework is infused into Title III program(s) instruction.

Respond to 10 Questions





## Title III: Federal Title III Plan Questions

1. Describe the **Title III supplemental program(s)** for English learners (e.g., before/after school, summer school) and who provides these services.

☐ Is the supplemental program a high-quality language instruction educational programs based on scientifically based research\* demonstrating effectiveness in increasing English proficiency and student academic achievement in the core academic subjects?

\*See ESEA section 9101(37) for the complete definition.





## Title III: Federal Title III Plan Questions

2. Describe the need for ELD program service(s) (e.g., parent and staff survey results, achievement data in reading, math, and other content areas and graduation rates comparing LEP/non-LEP, and other needs assessment data).

- ☐ Does the LEA adequately & effectively support the need for the supplemental program(s)?
- ☐ Is the explanation comprehensive, feasible, logical?





## Title III: Federal Title III Plan Questions

3. Describe the materials and resources to be used in the supplemental services provided through the Title III Program.

- ☐ Do the materials and resources align with the Title III instructional program?
- ☐ Do they align with the Title III plan matrix goals?





# Title III: Federal Title III Plan Questions

4. Describe how the ELD Standards are infused into Title III program(s) instruction.

☐ How will the District use the ELD Standards within their supplementary program?





# Title III: Federal Title III Plan Questions

5. Describe how professional development offered with Title III funds includes administrators, teachers, paraprofessionals, and others responsible for implementing ELD services.

- ☐ LEAs are required to provide high quality professional development to classroom teachers, ELD teachers and staff, principals, administrators, and other school or community-based organizational personnel that is:
  - Designed to improve the instruction and assessment of LEP students;
  - Designed to enhance teachers' understanding and use in curricula, assessment measures, and instruction strategies for LEP children;
  - Based on scientifically based research;
  - Of sufficient intensity and duration. 3115(c)(2)(A)(B)(C)(D)







## Title III: Federal Title III Plan Questions

6. Describe how the district will ensure that the Title III program is coordinated with other Federal, State, and local programs and services.

- ☐ Does the LEA have a clear description of how it will coordinate efforts?
- ☐ Are the partnerships adequate and/or appropriate?





# Title III: Federal Title III Plan Questions

7. Describe how the district involves the parents, guardians, other family members, and community advocates of the English learners to be served through Title III. *Section 3116(b)(4).*

- ☐ Describe how the District will involve parental and community participation in the evaluation of the Title III program.
- ☐ Describe the District's effective means of outreach to parents of limited English proficient children.
- ☐ Describe how the District informs parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging State academic content achievement standards.





## Title III: Federal Title III Plan Questions

8. Describe the minimum qualifications of the staff implementing Title III services. 3116(c)

- ☐ Teachers of English language learners who teach in instructional programs funded under Title III must be fluent in English and any other language in which they provide instruction, including having written and oral communication skills.
- ☐ Paraprofessionals must be highly qualified and must be supervised by a highly qualified teacher.





## Title III: Federal Title III Plan Questions

9. Describe how the district determines staff fluency in English and any other language used for instruction.

- ☐ Are all teachers in any language instruction educational program that is or will be funded under Title III fluent in English and any other language used for instruction, including having written and oral communication skills?
- ☐ What evidence does the LEA use to support this requirement?





# Title III: Federal Title III Plan Questions

10. Describe your process for exiting students out of the ELD program. Does the exiting process meet the State's criteria for exiting?

1. Score at the Early Fluent (4) or Fluent (5) Level and obtain an (EF+) on each domain on the IELA
2. And one of the following:
  - a. Receive an Idaho Reading Indicator (IRI) score of at least 3;
  - b. Receive an Idaho Standards Achievement Test (ISAT) score\* that meets the "Basic" level;
  - c. Demonstrate access to core content with a student portfolio using work samples from at least two (2) core content areas that demonstrate a Level 4 "Expanding" as defined by WIDA's Performance Definition rubrics and/or Can Do Descriptors.

\*For 2013-2014, districts may use spring 2013 ISAT results to make exiting determinations for students who score Early Fluent (4) or Fluent (5) Level and obtain an (EF+) on each domain on the spring 2014 IELA.





# Monitoring Exited Students

10. Describe the procedures used by your district for monitoring LEP students for two years after their exit.

- “LEP student monitoring should include frequent reviews of test scores, progress reports filled out by classroom teachers and one-on-one meetings with the student, if necessary” (ISDE, 2013, p. 52).
  - Who is involved in this process?
  - What documentation is used?







# Title III: Federal Title III Plan Matrix

**At least (1) academic & (1) linguistic goal**  
**Do the goals align with the Title III plan?**

## Part III: FEDERAL TITLE III PLAN MATRIX

This section of the Plan allows districts to describe how the Title III program and activities will be designed to meet all Annual Measurable Achievement Objectives described in S 3122 of Title III; make adequate yearly progress for LEP students as described in Section III(b)(2)(B); and annually measure the English proficiency of English learners so that the students served by the Title III program will develop English proficiency while meeting Idaho's academic content and academic achievement standards as required in section 1111(b)(1). If you have described the essential components of your Federal Title III Plan, please use the following matrix to expand your plan by listing your linguistic and academic goals, evidence-based strategies and activities, evaluation, timeline and person(s) responsible. The example below is provided to assist you in preparing your Federal Title III Plan.

Objective	Evidence-based Strategies/Activities	Evaluation	Timeline	Person(s) Responsible
EXAMPLE: 1.0 – After at least 9 months of Title III services, the percentage of English learners scoring Below Basic on the ISAT Reading will decrease by 20%.	Idaho ELD Standards; in class Title III services and interventions; Sheltered English instruction in academic classes delivered by teachers training in the SIOP model; reading process and comprehension professional development for Title III and general classroom instructors; parent development in reading techniques to implement in the home	ISAT Reading assessment	End of the 2012-13 school year	Title III-funded teacher, ESL teacher, general education staff, program specialists
After at least 9 months of Title III services, the	District Curriculum & Initiatives: Imagine It!	IELA	End of the 2013-14 school year	Classroom teacher, Instructional coach, ESL & certified staff





Save

When Finished, Click Save!

# BUDGET

Allocation will be pre-populated

\*Don't forget to input carry-over

Allocation for 2013-2014	\$44,752
Carry-over From Previous Year	\$0
Re-allocation from 2012-2013	\$0
Total Allocation	\$44,752

Obj. Code	Description	Regular Term	Summer Term
100	Salaries	Amount: \$0 Description:	Amount: \$0 Description:
200	Employee Benefits	Amount: \$0 Description:	Amount: \$0 Description:
300	Purchased Services	Amount: \$0 Description:	Amount: \$0 Description:

Professional Development is a Requirement for Title III





# Criteria for expenditures....

- ✓ Are they allowable?
- ✓ Are they allocable?
- ✓ Are they necessary and reasonable?
- ✓ Do they meet supplement, not supplant requirements?





# Title III Budget Page

- Don't forget carry-over from SY13-14
- Services provided with federal Title III funds must supplement the core LEP program.
- Salaries: Include FTEs in description regular and summer terms
- Be **specific** in description of Purchases Services, Travel Expenses, and Supplies & Materials
- A portion of federal Title III funds MUST be used for professional development.
- #1 reason plans not approved—not enough specificity
- Only 2% of a district's federal Title III allocation may be used for administrative purposes—this includes both direct and indirect costs.





## Title III: Immigrant Funding

Immigrant count from ISEE data

Funding formula:

- ***a significant increase of immigrants reported, as compared to the average of the two preceding fiscal years***

The Title III Department will contact eligible districts by April 25<sup>th</sup>.





## Questions? Contact Info.

- Dr. Christina Nava  
Title III/State LEP Program Coordinator  
[cnava@sde.idaho.gov](mailto:cnava@sde.idaho.gov)  
(208)332.6905

